

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M217

School Name:

P.S./I.S. 217 ROOSEVELT ISLAND

Principal:

MANDANA BECKMAN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Roosevelt Island School School Number (DBN): 02M217
Grades Served: Pre K-8th grade
School Address: 645 Main Street
Phone Number: 212-980-0294 Fax: 212-980-1192
School Contact Person: Mandana Beckman Email Address: Mbeckma@schools.nyc.gov
Principal: Mandana Beckman
UFT Chapter Leader: Corey Luce
Parents' Association President: Olga Shchuchinov
SLT Chairperson: Jodi Shuster
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 Seventh Ave, 7th Floor, NY, NY 10001
Superintendent's Email Address: BLaboy2@schools.nyc.gov
Phone Number: (212) 356-3815 Fax: 212-356-3702

Borough Field Support Center (BFSC)

BFSC: District 2 Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th Floor, NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov

Phone Number: 646.470.0721 Fax: 917.339.1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mandana Beckman	*Principal or Designee	
Corey Luce	*UFT Chapter Leader or Designee	
Corinne Kell	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mallory Gordon	Member/School	
Ursula Fokine	Member/School	
Jodi Shuster	Member/School	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ben Torrance	Member/Parent	
Erin Olavesen	Member/Parent	
Sueanne Schulman	Member/Parent	
Kim Massey	Member/ Parent	
N/A	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 217 is a Pre-Kindergarten through Eighth Grade community of International learners in which all children are encouraged and supported to reach high academic standards, meet and exceed their own personal goals, become independent thinkers, civically aware, socially responsible and develop a lifelong love of learning. Through best practices in assessment, skillful planning, and instruction, students are actively involved throughout the day in all subject areas in all classrooms working in partnerships, small groups, and independently. It is our goal for all students to possess the mindset, essential skills and personal behaviors to be collage and career ready. PS/IS 217 is proud of the many partnerships and enrichment experiences we are able to provide with the support of our PTA. Enrichment programs and class trips (4 per year per grade) are an integral part of the teaching and learning at PS/IS 217. Our school is developing our partnership with Cornell Tech, our new neighbors on Roosevelt Island. It is our hope that this partnership will lead to many additional opportunities for our students and staff around STEM education to better equip our students for the future.

PS/IS 217 is a zoned District 2 school located on Roosevelt Island. Our school's gifted and talented program, a K to Grade 5 program is open to the entire District 2 in Manhattan and District 30 in Queens. Our school includes approximately 10% English Language Learners and 12% of our students have Individual Education Plans, IEPs. We take pride in the flexible programs we develop to best meet the needs of our students.

PS/IS 217 is committed to the Framework for Great Schools. We pride ourselves on our high standards for all: school leaders, staff, students, and families and our commitment to continual improvement. We are a reflective school that continually engages in the process of assessing needs, setting goals, monitoring and measuring against benchmarks, evaluating and revising. We gauge all decisions on what is in the best interest of our students and how can we have the greatest impact on academic achievement and students' personal behaviors. It is for these reasons we were recognized as a Well Developed School during our 2014-2015 School Quality Review. We use this same process to examine all elements of the framework: effective leadership, rigorous instruction, collaborative teachers, supportive environment, strong family/community ties and trust.

This past year, PS/IS 217 has progressed within all elements of the Framework. Our work within Collaborative Teachers and Effective School Leadership is particularly noteworthy to us. All PS/IS 217 staff are a part of many teams throughout the school year to further impact professional practice and student achievement. Teachers are a part of grade teams, content teams, vertical teams and inquiry teams. Teachers are a part of School Leadership Team and School Implementation Team. All of this work involves trust and collaboration. Teams share their learning with one another to create further cohesive and vertical practices to impact student achievement. This "Bridge to Practice" is evident through the classroom environment and observations.

We believe that all staff need to take a leadership role in a school in order for that school to be highly effective. To us Effective School Leadership extends beyond administration and the Instructional Leadership Team, it involves everyone. Teachers take the lead on shaping curriculum: turn-keying professional learning at Lunch and Learns, serving as mentors, initiating their own professional learning, making a decision for planning an event for the school, content team or grade team. We wish to continue and build upon these strong practices. PS/IS 217 also plans to merge supportive environment and strong family-community ties in order to further impact student achievement and has identified this as an additional area of focus of the 2015-2016 school year. This work began in the spring of 2015 and will continue this year. It includes a philosophy and policy on family engagement, a homework philosophy and policy, a sustainability and community service philosophy and revision to the school's mission statement and the rewriting of our vision.

02M217 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	538	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	6	# Drama
				1
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.5%	% Attendance Rate		94.3%
% Free Lunch	33.4%	% Reduced Lunch		6.8%
% Limited English Proficient	7.3%	% Students with Disabilities		12.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		22.0%
% Hispanic or Latino	17.2%	% Asian or Native Hawaiian/Pacific Islander		27.2%
% White	31.5%	% Multi-Racial		1.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.62
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	39.8%	Mathematics Performance at levels 3 & 4		45.2%
Science Performance at levels 3 & 4 (4th Grade)	88.9%	Science Performance at levels 3 & 4 (8th Grade)		68.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		37.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS/IS 217’s high standards for effective rigorous instruction and impact on student achievement are evident within the observation and feedback cycle, beginning, mid and end of year conferences focused on student achievement and goal setting and the continual increase of student achievement in formal and informal assessments. Teachers identified areas of strength as: using the Depth of Knowledge, knowing and using the Common Core Learning Standards and shifts, providing small group data driven instruction around our Instructional Focus of productive struggle and grade common assessments, vertical rubrics and ongoing formative and summative assessments as current strengths within the element of rigorous instruction.

The School Quality Guide outlines recent data of students reaching a proficiency level on State exams in both English Language Arts ,ELA, and Mathematics which is on the rise. In 2013, 38.4% of students were proficient (level 3 or 4) in ELA. In 2014, the percentage at proficiency increased to 39.8% with the average proficiency at 2.75. In 2013, in mathematics, 39.7% of students achieved proficiency. This increased to 45.2% in 2014. Additional K to 2 data from Measures of Student Learning, MOSLs, further supports this trend. Data trends also identify progress of the lowest third as an area of strength in the school. The 2014-2015 Quality Review identified 1.1 Curriculum as an Area of Celebration and recognized 1.2 Pedagogy and 2.2 Assessment as Well Developed Indicators. Student writing as evident by vertically aligned rubrics continues to be a strength and we continue to monitor and revise teaching to further impact reading so that all students are reading at or above a proficient level.

Our priority need is to continue to increase student proficiency in ELA.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of teaching reading strategies and increased shared reading and guided reading by June 2016, 25% of level 1 and 2 readers in K to 8, as identified by Fountas and Pinnell, F&P, and Degrees of Reading power, DRP, data will improve at least 1 proficiency level

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will identify level 1 and 2 readers based on September assessments. Guided reading (GR) based on June 2015 levels and transition documents will be within the first two weeks of school in all classrooms and will be revised based on initial assessments. GR will occur on a daily basis in K to 5 classes and 3 days per week in grades 6 - 8. Class wide data will be monitored and reading instruction will be revised for students not continuing to meet the benchmarks</p>	<p>K to 8 Level 1 and 2 readers</p>	<p>Identify readers by Oct 15. GR begins Sept 15th</p>	<p>Admin, classroom teachers</p>
<p>Teachers will identify 5 students for classroom Tier 1 reading intervention, develop a plan, and provide targeted intervention -Targeted students at risk of not meeting the goal will be identified in January. Additional interventions may be decided for specific students based on data</p>	<p>Identified level 1 and 2 readers, Classroom teachers</p>	<p>ID students by November</p>	<p>Classroom teachers</p>
<p>Each grade will revise and realign a minimum of 1 reading unit vertically across PreK through Grade 8, highlighting Hess Cognitive Rigor Matrix, gathering a complete set of resources aligned to Common Core learning Standards and instructional shifts and to ensure lessons provide access, supports and challenges for all learners (including English Language Learners (ELLs), Students With disabilities (SWDs) and Gifted and Talented (G&T) students) and revising formative and summative assessments to further impact student reading achievement.</p>	<p>All teachers</p>	<p>Unit identified by October, Unit revised by January, Unit taught by April, Unit reflection in May</p>	<p>Admin, consultants, teachers</p>
<p>Content science and social studies classes, provided information from classroom and ELA</p>	<p>All staff/all students General</p>	<p>Build stamina across year</p>	<p>All staff</p>

teachers, will teach and practice reading strategies, provide small group instruction and conferences to further support student reading achievement.	Education, English Language Learners, Students With Disabilities and Gifted and Talented		
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> -Resources for revised units of study -Time for teachers to work in grade teams and vertical teams -Consultants and staff to support GR instruction and additional teacher PD -Guided reading resources -Best Practices in Running Records document (already written) -Parent support with reading instruction at home -Intervention teachers and SETSS push in -ESL instruction focused in balanced literacy -Leveled Literacy Intervention curriculum

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
November, January and March will serve as benchmarks, as per the Teachers College Benchmark reading levels. we will review November and January TC benchmark reading levels to see in February if we are on track to meet our goal. Teachers will identify the percentage of students that are on track, above and below grade level in November and January intervals.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS/IS 217 is proud of our collaborative staff and their impact on student achievement. For the past 2 years we have identified a goal to support new teachers in achieving a Measure of Teacher Practice (MOTP), of effective and have been successful. MOTPs in June 2015 were the following: 40% of staff evaluated with ADVANCE achieved Highly Effective, 47% of staff were Effective, 13% of staff were identified as Developing or Ineffective. The Quality Review for 2014-15 identified 4.2 Teacher Teams as Highly Effective. We believe effective teachers lead to improved student achievement and we work together to ensure our staff is effective.

Teachers meet in grade teams, content teams, vertical teams, School Implementation Team, School Leadership Team, as a whole faculty, in Professional Learning Committees and Inquiry groups. The "Bridge to Practice" that has come out of this professional learning is evident through observations and the vertical alignment of best practices. Teachers plan together, support one another, and share resources. Teachers turn-key professional learning during lunch and learns and serve in the role of mentors for new staff. During a whole staff needs assessment, staff agreed upon our next steps. We believe all staff have expertise to share. The staff identified goals to support our continued growth.

Our priority need is for teachers to identify a minimum of one area to grow in as a result of their Measure of teacher practice feedback, observations, and/or the English Language Arts and Math exam from 2015.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of collaborative staff development and post observation conferences by June 2016, 50% of those new to PS/IS 217 and those teachers identified as developing in 2014-15 will achieve a MOTP of effective and 50% of the 2014-15 staff will increase their MOTP by 1 point.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will collaborate to develop an inter-visitation norms and protocol to be used during the 2015-2016 school year.</p>	<p>Classroom teachers</p>	<p>By October 15th</p>	<p>Teachers and Admin</p>
<p>All returning (with Effective MOTP) teachers will visit a colleague at least once and all new teachers and teachers identified as developing will observe at least 3 colleagues</p>	<p>Teachers to impact student achievement</p>	<p>By May 2016</p>	<p>Teacher and Admin</p>
<p>In addition to lunch and learns, in house professional learning and sharing of best practices, all teachers will self identify, self initiate, participate in and share with colleagues, a minimum of one professional learning opportunity outside of the school</p>	<p>Teachers</p>	<p>By May 2016</p>	<p>Teachers and admin</p>
<p>All teachers will collaborate in the vertical unit alignment (rigorous instruction) and contribute to resources, revising and/or evaluating of the units.</p>	<p>Teachers</p>	<p>By May 2016</p>	<p>Teachers, Admin, Consultants</p>
<p>As needed teachers will meet with coach and consultants in cycles to address specific needs as identified by the teacher, coach or administration.</p>	<p>Teachers</p>	<p>By May 2016</p>	<p>Teachers, Admin, Consultants</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>-Time to collaborate as a staff and devise the norms/protocol</p> <p>-Time for staff to turn key professional learning</p> <p>-Per Diem teacher coverage as needed</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, we will survey the teachers to see who has participated in an inter visitation and who has attended professional learning. We expect that half of the teachers have participated in at least one of these two areas.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

PS/IS 217 is committed to supporting our students academically, socially, emotionally and behaviorally and we know that a family/community and school partnership is the most effective way to make that happen. During our 2014-15 Quality Review the many ways we communicate with and partner with families were recognized. Our school uses the Positive Behavior Intervention Supports (PBIS) framework to support students and the number of mayor incidents in Online Line Occurance System (OORs) has decreased over the past 3 years. Our average student attendance rate is 95.72%. We provide At-Risk or Tier 1 and Tier 2 services for academics and when possible students receive at-risk counseling. We will be modifying the role of part time dean in our building to include providing more student services and supports to our students and expanding our PBIS work to be weekly in our elementary school.

We have many strengths within our school community. All PS/IS 217 teachers provide a minimum of 2 workshops per year during our family engagement time. This is now the 4th year we have provided workshops. We continue to revise our practices based on parent feedback and for 2015-2016 we will be moving our Parent Engagement block to Wednesday mornings, based on parent feedback and requests. This year we provided over 43 workshops to families. On average 5 parents/guardians were in attendance. Teachers in PreK to 5 send weekly newsletters to communicate with families and MS sends a monthly newsletter. LINKS is our school monthly newsletter that is sent to all PreK to Grade 8 families. In addition our growing PTA collaborates with and supports school goals.

After conducting a comprehensive needs assessment that included feedback from families it was determined the the school needs to have a philosophy for family/community engagement/ involvement.

In the spring of 2015 staff began work in 5 vertical teams, School-wide Improvement Teams (SwIT): parent engagement, sustainability, community service, PBIS and homework, with the goal to collect data and to draft a philosophy and policy for each area. This work will be implemented in September 2015 and the groups will continue throughout the year to communicate this, collect data, monitor, evaluate, reflect, and revise. They will present their work to parents including the School Leadership Team. It is our goal to involve families and the community more within their neighborhood school to better impact student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS/IS 217 administration, teachers, other staff, parents/guardians, community representatives and students will develop a vision for the school that incorporates the work of the School-wide Improvement teams:parent engagement, sustainability, community service, PBIS and homework and is agreed upon by all constituents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Spring 2015 School-wide Improvement teams present their findings specific to their team (parent engagement, sustainability, community service, PBIS and homework).</p> <p>In December 2015 they will present their finds to the School Leadership team.</p>	<p>Staff/Admin /Families</p>	<p>Spring to staff then to SLT by December</p>	<p>All staff</p>
<p>School-wide Improvement Teams will continually monitor and collect data within their topic. The data may include surveys to students, staff and families. The data may also include new research found online. All new staff will be assigned a group. School-wide Improvement Teams will write a philosophy.</p>	<p>Staff/Admin /Families</p>	<p>Groups will meet minimally 1x per month through June 2016</p>	<p>All staff</p>
<p>School-wide Improvement Teams will have a 1 paragraph definition/philosophy/rational and a goals/action plan completed.</p>	<p>Staff/Admin /Families</p>	<p>By December</p>	<p>All Staff</p>
<p>School Leadership Team will revise mission statement and develop an action plan for writing vision to which all stakeholders are involved.</p>	<p>Staff/Admin /Families</p>	<p>January and February SLT</p>	<p>All staff</p>
<p>Write and present new school vision.</p>	<p>Staff/Admin /Families</p>	<p>By May 2016</p>	<p>All staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>-Additional SLT time/funding and greater involvement by staff, students, parents, community</p> <p>-Per session funding</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February all School-wide Improvement Teams will have presented findings to SLT and will have a concrete definition/philosophy and a plan of action. Next the SLT will outline an action plan to develop the school vision.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students are assessed ongoing throughout the school year. Students that fall in the bottom 1/3 are monitored and may be identified as Tier 1 students. Tier 1 are students that will receive targeted interventions within the school day, within the classroom by the classroom teacher. Member of the SIT team may consult. A PIP (Personal Intervention Plan 1) is developed and monitored. If a student is not making adequate response to intervention services then the student is recommended for Tier 2 services. Tier 2 are provided outside of the classroom by a special education teacher or AIS provider.	This varies based on individual need. Often interventions are: Foundations, see-say sight word multisensory instruction, guided reading, Great Leaps, F&P Leveled Literacy Intervention Kit, repeated readings, interactive writing, etc.	Small group	During and after school
Mathematics	All students are assessed ongoing throughout the school year. Students that fall in the	This varies depending upon individual need: ECAM centers, Screeners, problem	small group	During and after school

	<p>bottom 1/3 are monitored and may be identified as Tier 1 students. Tier 1 are students that will receive targeted interventions within the school day, within the classroom by the classroom teacher. Member of the SIT team may consult. A PIP (Personal Intervention Plan 1) is developed and monitored. If a student is not making adequate response to intervention services then the student is recommended for Tier 2 services. Tier 2 are provided outside of the classroom by a special education teacher or AIS provider.</p>	<p>solving strategies, skill fluency</p>		
Science	<p>As needed – Tier 1 only</p>	<p>Skill and content work</p>	<p>Small group</p>	<p>During school</p>
Social Studies	<p>As needed – Tier 1 only</p>	<p>Skill and content work</p>	<p>Small group</p>	<p>During school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Our guidance counselor see students as needed</p>	<p>Social Emotional Work</p>	<p>Small group</p>	<p>During school</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Roosevelt Island School</u>	DBN: <u>02M217</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>11</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ The state data shows that of the 15 current and former ELLs, 6 students scored a level 1, 5 students scored a level 2 and 4 students scored a level 3. We plan to work with Intermediate and Advanced ELLs who scored a level 1, 2 or 3 on the ELA exam and Former ELLs who scored a level 1, 2, or 3 on the ELA or Math exam. We know that through consistent practice and reinforcement and time students will gain English proficiency. We believe that students need exposure and experience in science and social studies to increase their vocabulary and deepen their understanding of content. We are a K-8 school, but have a small number of ESL students at each grade level and at each performance Level (Beginner, Intermediate, and Advanced). We believe that ELLs learn best when they have the opportunity to transfer their learning to activities that reflect real life scenarios. We want ELL students to have the opportunity to apply their knowledge socially, as well as academically and to create a greater sense of belonging to the larger community. We believe ELLs need time to communicate with peers as a group. To this end the use of social studies and science based content to have more meaningful interactions with peers is vital in a classroom environment. ESL students receive the mandated number of hours through the pullout ESL program. We plan to supplement instruction afterschool and on Saturdays. Learning activities include: understanding instructions and following directions, working with others collaboratively, the usage of formal language vs. informal language, appropriate social and academic behavior in varying situations, communication, grammar, and the mastery of content based vocabulary and academic discourse. Social studies and science textbooks, trade books, primary and secondary sources are used along with dual-language glossaries and dictionaries. For the After School Program: the students will be invited to attend 1 hour per week for 25 days between October and June. This program will be co-planned and co-taught by the ESL teacher and general education teacher and be supervised by the AP or Principal. The 25 days are on the following dates: 10/ 8,15,22 ; 11/5,12,19 ; 12/3,10,17 ; 1/7,14,21,28 ; 2/4,11,25 ; 3/4, 11,18,25 ; 4/29 ; 5/6,13,20,27 ; 6/3. For the Saturday Program: the students will be invited to attend 3 hours over 6 Saturdays on 1/ 24,31 ; 2/,21,28 ; 3/ 14,21. The program will be co-planned and co-taught by the ESL teacher and 2 general education teachers and the coach and be supervised by the AP or Principal. Instruction is given in English only. Students will be provided with non-fiction or historical materials on science and/or social studies.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ The state data shows that 40% of ESL students scored a level 1, 33% score a level 2 and 27% scored a level 3. Comprehension in reading and listening is critical for the success of ESL students. PS/IS 217 supports teacher learning through our work with literacy consultants from Generation Ready and math consultants from K-5 Teaching Resources. During meetings with consultants teachers will focus on planning lessons, looking at student work, learning about genres and reading comprehension, common core, and ways to support ELLs, SWD and higher performing

Part C: Professional Development

students. The expectation is that all teachers have a tool box of strategies to address the variety of needs in the building especially ELLs. We have consultants working for 30 days each between September and June. Our ESL teacher for Title III instruction will receive professional development from the Generation Ready Literacy Consultant. We plan to have the literacy consultant work with the ESL teacher to focus on comprehension, so that these techniques can be applied to the teaching of ELLs. There will be six 45- minute blocks of professional development provided to the ESL teacher between October and May. The consultant will meet with the ESL teacher on October 28, November 18, December 16, January 20, February 24, and March 17 for 45 minutes on the above dates. They will focus on: reading, writing, listening, and speaking techniques for ELLs, how to support various types of learners, aligning the Common Core Learning Standards to ESL teaching, text complexity and reading comprehension strategies.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ We plan to support the parents of ELLs by providing a parent workshops. The purpose of these sessions is to provide parents with conversational English that they can work with their child to help them to succeed in an American school both emotionally and academically. Also, parents will be able to be more involved with the school, therefore opening lines of communication between staff, teachers and parents. Currently the school provides two ESL Parent workshops from 7:45-8:20am. The dates are : October 6 and January 26. This years topics are Helping Your Student with the English Language and Strategies to Help with Testing. In previous years topics for parents workshops have included Reading Strategies to Help Students at Home; Writing Strategies to Help Students at Home, Support Learning according to the Common Core Standard, Reading Comprehension strategies, and Unpacking Your Child’s Curriculum. Next we plan to provide four 2 hour Saturday Parent Workshops. The workshops will be co-planned and co-facilitated by the ESL teacher and the school coach and supervised by the PA or Principal. Parents will receive a flyer with information about the workshops in order to register. The ESL teacher sends home notices in different languages (when possible) to contact parents about these workshop opportunities. The dates of these will be October 4, November 8, January 10, February 7 from 9:30am-11:30am.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6720</u> per session for AfterSchool and Saturday student programs <u>\$1120</u> per session for Parent Engagement	60% -This is to cover the per session costs for ESL Teacher, Coach, General EdTeacher and Assitant Principal or Supervisor for students afterschool and Saturday program. 10%- This is to cover the per session costs for ESL

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Teacher, Coach, General Ed Teacher and Assitant Principal or Supervisor for students and parent afterschool and Saturday program.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	- <u>\$1120</u>	<u>This covers the cost for services by Generation Ready.</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2240</u>	<u>This covers the cost of NonFiction and Historical Fiction classroom books and for supplies(paper, pens, toner etc.) for the programs.</u>
Educational Software (Object Code 199)	<u>N/A</u>	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 217
School Name The Roosevelt Island School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Mandana Beckman	Assistant Principal Jennifer Allen
Coach Ursula Fokine	Coach type here
ENL (English as a New Language)/Bilingual Teacher Daniel Hirsch	School Counselor Jeffrey Gurwin
Teacher/Subject Area Mallory Gordon/ELA	Parent Erin Olavesen
Teacher/Subject Area Lisa Sanchez	Parent Coordinator Lauraine Rademaker
Related-Service Provider Eileen Lopez	Borough Field Support Center Staff Member Yuet Chu
Superintendent Bonnie Laboy	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	552	Total number of ELLs	43	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	43									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0					0
Chinese	0	1	3	0	0	0	0	0	0					0
Russian	1	0	1	0	0	0	1	0	0					0
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	2	0	0	0	0	0	0					0
Arabic	0	1	2	1	1	0	0	0	0					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	2	1	0	0	0	0	0	0					0
Korean	2	0	0	0	0	1	0	1	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	2	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	3	2	6	2	2	0	3	1	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	4	6	2	2	0	3	0	2					0
Emerging (Low Intermediate)	0	0	2	0	1	0	0	0	0					0
Transitioning (High Intermediate)	0	1	1	0	0	0	1	0	0					0
Expanding (Advanced)	2	1	6	1	1	1	0	1	0					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	4	6	7	2	6	3	7	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	0
4	1	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	1	0	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	1	0	0	0	2	0
4	0	0	0	1	0	0	0	0	0
5	0	0	0	0	0	1	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	1	0	0	0	1	0	0	0
8	0	0	0	1	0	0	0	0	0
NYSAA	0	0							0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	1	0	0	0	0	0
8	0	0	0	0	1	0	0	0	0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS/IS 217 uses Fountas and Pinnell to assess early literacy skills. Students instruction is based on F&P results. Students are placed into flexible literacy groups, whose composition and purpose are constantly changing. F&P data is collected 3 times a year (in the fall, winter and spring) along with numerous informal assessments, such as, running records, conferences, writing rubrics, etc. All students are given at least two writing performance tasks each year. Baseline, formative and a final assessment is given and scored. All data collected in F&P, and performance tasks are housed in our school google.docs database for our ELL teacher, service providers and future classroom teachers. The data reveals where the ELLs are and helps to drive future instruction. The data is also shared in order to help the classroom and ESL teacher to work in tandem in creating lessons that are appropriate for each student. Data shows that although in the fall many students perform below their native speaking peers, by the spring most students perform at or above grade level in their reading and writing. The ESL pull-out/co-teaching program and meetings and workshops with classroom teachers have been a key factor for this improvement.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After reviewing the NYSESLAT scores this year we found that all students made progress, unless they were newly arrived after March. These students made little progress as they had just arrived in our school from other countries. The students who arrived prior to March either went up one or two levels or were deemed Commanding by June. We see that (65%) of students who have completed a full year of ESL services received Commanding at the end of the school year. Other newcomers (100%) who have received less than one year still improved their scores and levels. Only 1 student who completed a full year of services did not move levels but still improved her score within the Entering level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data consistently shows us that students perform better in listening and speaking first and reading and writing later. Instructional decisions which are made based on that information include, oral rehearsal opportunities for ELL's when writing, partnership work in reading, small group instruction for guided reading at students instructional level, and emphasis on vocabulary especially in content

areas. New ELL's are encouraged to write in their native language and illustrate their writing. Careful planning is done between the classroom teacher and the ESL instructor.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELLs taking standardized tests often do better with translated exams rather than glossaries alone. We had a struggling Korean student who recently scored a 4 on his math exam, he explained that the, "English was the hard part, not the math." We do try to provide oral translation whenever we have a concentration of students who speak a low incidence language, Arabic for example. Students welcome the opportunity for translation, glossaries were cumbersome and often equally difficult to understand and use. We do not test students in their home language except when available from New York State. The state does not provide assessment in language spoken by the majority of our ELLs including: Arabic, Japanese, Portuguese Vietnamese and French.

ELA & MATH Periodic assessments, are no longer given, we use performance tasks currently. We also use writing rubrics, Fountas and Pinnell and MOSLs. We found that data from periodic assessments was difficult to access and understand.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

The students who need extra support are given it through various interventions. A team of teachers, support staff, ESL teacher and administrators make up the SIT (Student Implementation Team)/ RtI (Response to Intervention)/ School Implementation Team. After students' teachers identify ELLs that may need extra support Tier I and Tier II interventions are implemented and discussed at the team meeting. All teachers are trained in specific instructional strategies that will help guide students. Teachers make any necessary accommodations as needed. The SIT meets weekly to discuss students who have been identified as needing extra support. A plan is made with classroom teachers, SIT and ESL teacher to accommodate for the ELL. Each student is monitored by the classroom teacher and the PPT. After specific time periods students are re-evaluated and discussions begin about moving on with the IEP process if needed.

6. How do you make sure that a student's new language development is considered in instructional decisions?

At the orientation and throughout the school year teachers in conjunction with the ESL teacher have meetings with parents to determine school history and any relevant cultural information to help ELLs at all levels in all grades. Past history, native language development and other concerns are discussed. Teachers, including the ESL teacher work with parents to collect data about what area need to be addressed. Letters from former teachers, report grades and parent voice are all considered. Taking into consideration what level an ELL is in their first language is used to inform classroom and content area teachers of each student's second language development stage and gives teachers strategies which helps them to modify their instruction and to encourage students' progression to the next level. The use of modeling, visual aids, pre-teaching of vocabulary, glossaries, and making connections between content areas are some of the strategies used.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ESL program by how well students do during the course of the year in their regular classes and content area classes. We also examine how well they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math, and Science) We look at these data sources to determine how our program should be modified and shift our delivery of instructional and professional development.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Our school follows all city and state guidelines. All families new to the NYC system (ATS Code 58) receive a Home Language Survey in their home language from the parent coordinator. If the Home Language Survey is not available in the native language a person working at the school who speaks the foreign language or the Unit for Translation and Interpretation is contacted and assistance is given in filling out the form. The ESL teacher, (Daniel Hirsch) and parent coordinator (Lauraine Rademaker) work together with the parents/guardians to conduct a short oral interview with the guardians while they fill out the Home Language Survey. The ESL teacher helps parents fill-out each section and any areas that need clarification are discussed in depth. The answers are recorded directly to the Home Language Survey with the teacher and parent. After initial consult with parents/guardians at the time of registration with the ESL teacher and parent coordinator the student, is then given the NYSITELL according to responses on the Home Language Survey. The ESL Teacher, within ten days of enrollment, administers the exam and reports the results to the classroom teacher, principal, testing coordinator, and parents.

ESL teacher (Mr. Hirsch) is the only teacher who administers the NYSITELL. We historically have not, and currently do not offer the LAB-R in Spanish to identify potential Spanish ELL students. We currently do have any ELLs whose home language is Spanish. In the future the EL SOL could be administered if necessary by a certified Spanish teacher in our school. If students qualify they will receive ELL services based on the degree of their English language ability level. We confirm NYSITELL is administered to students who appear on the students eligible for testing ATS screen. These new students will later take the NYSESLAT in the spring to assess progress in English language acquisition in the areas of listening speaking, reading and writing. Students will be excused from the NYS ELA exam during their first year and will take all other mandated state tests with ELL modifications may include written translated exams, orally translated tests, glossaries, time and 1/2, and separate location. All new ELL's and ELL students already in our ESL program, are administered the NYSESLAT as per the NYSESLAT Eligibility Roster (RLER) in ATS. ELL's already in the program (for a year) will also take the NYS ELA exams, math, science, etc. along with the NYSESLAT.

Languages spoken by our staff include: Urdu, Greek, Spanish, Russian, Japanese, Turkish, Finnish, German, Chinese (Mandarin and Cantonese, French, and American Sign Language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During the registration process parents are interviewed to understand the student’s educational background. If at that time a SIFE is identified instructional decisions are made in how to proceed. The school will use a SIFE questionnaire to further understand the background of a SIFE and use assessment including reading and writing tests as well as NYSITELL data to help determine the needs of the SIFE. To date we have never had a SIFE in our school.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Appendix of EPRG for SIFE identification will be used.

A team of teachers and administrators meet with Student Implementation Team to review the student’s IEP. After the review the team decides how to proceed according to New York State Law.

The team members include:

The ESL Teacher-Daniel Hirsch

The School Psychologist- Dr. Kristina Pillmeier

The Principal- Mandana Beckman

The Assistant Principal- Jennifer Bartolino

SETTS Teachers- Amanda Saunders & Jill Thomson

Director of Special Education-Jennifer Allen

Student's parent/guardian

Intereprets will be used to help parents and team understand the meeting and one another.

After the meeting and all related data including the IEP is reviwed a decsion of ESL status will be made within the mandated 20 days.

ELL placement will be determined within this same time period.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The NYSITELL is administered within 10 days of enrollment, then within 24 hours using formatted DOE letters found on the DOE intranet (in English and translated versions), will be sent home to parents/guardians to be notified of their child's NYSITELL assessment results. All parents who indicate they would like to receive correspondence when they fill out the home language forms are identified and translations by the school. Additionally, Mr. Hirsch meets or calls the parents the same day the letter is sent to confirm the parents/guardians have received the letter. Letters are signed for continued entitlement and placed in students' records. All letters sent home for entitlement or non-entitlement are copied and kept in secure files.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The parents will receive a letter from the school/state that they have a right to appeal and the process will be explained to them. Letters will be sent in parents' preferred language whenever possible. This letter informs parents/guardians that their child was tested and received a commanding score on the NYSITELL. The letter explains that parents/guardians have a right to appeal the decision within 45 days and the child has the right to be re-evaluated using other assessments. All letters are kept in the students' files and in the ESL binder.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents/guardians whose children qualify for ESL services are invited to an orientation meeting within ten days of their child being identified as an ELL, by letter home. We offer parents 2 date options, and meetings are held within a week of NYSITELL results. Invitations, attendance sign sheets are available for review in our ESL Binder. We will have staff, when needed, make phone calls to parents conveying information and invitations to ESL orientation meetings. The ESL teacher, Daniel Hirsch, Parent Coordinator, Lauraine Rademaker, Program Coordinator, Ursula Fokine all formally describe our ELL program and the alternative citywide ELL programs. Parents/Guardians view the mandated videos depending by grade (in various languages) which describe ELL options and are then asked to complete the Program Selection Form in available languages. When these forms are not provided in the parents' languages interpreters are at the orientation are available to assist in other languages. The parents selection form is then collected on the spot and copied. The copied form is placed in the ESL binder. Other forms are placed in students' files. The parents are invited to ask questions at the meeting about program choice and are given all information before filling out the program choice form. If a program becomes available that is not currently offered at the present time the parent would be contacted and the parent will work with the Parent Coordinator and other staff in order to place the student in the program the parent chooses. As a default the student is placed in a Freestanding English as a New Language/English as a Second Language class (this is the only choice available at our school) until a transfer to another school can happen. The orientation meeting is held a number of times in the Fall and then throughout the year as needed, to ensure that all ELL Parents/Guardians attend and complete the Choice Survey. If a form is not filled out on the spot the parent/guardian is contacted and another orientation is set up within three days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
All forms in various languages are filled out at the orientation meetings on the spot with the help of the ESL teacher, Daniel Hirsch and interpreters, and collected immediately. Our school only offers one choice, a Freestanding English as a New Language/ESL program. If parents choose Dual Language or Transitional Bilingual Education, the parent coordinator works with the parents and other schools to help transfer the student. Once completed, Parent Choice selection forms are copied and one copy is put into the students' files, another is kept in the ESL binder. Parent choice is further recorded in ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Within 24 hours of determining ESL eligibility entitlement letters are distributed by backpack home, in English and in translated versions (when available from the DOE). At the same time students who are eligible also bring home an invitation for parents/guardians to attend an orientation meeting. The program choice and parent surveys are distributed at the orientation and filled out on the spot. The forms are then kept in the ESL binder located in the ESL teacher's room. The parent coordinator maintains all files and records. Initially, we offer two date options, and meetings are held within a week of determining eligibility. Meetings are held until all paperwork has been completed. For parents who are unable to attend any scheduled meetings, individual meetings are arranged within a week. If an individual meeting cannot be arranged, a phone meeting is arranged and documents are sent home for completion. This protocol is followed until all parents have attended the meeting. All surveys are kept in the permanent file and the Program Selection form is kept on file by the ESL teacher for the time the student is in our school, a copy is also placed in the students' permanent record file. When ELLs arrive throughout the year additional meetings are scheduled

so parents/guardians are informed of the options for their child and paperwork is completed.

If forms for whatever reason are not completed, the ESL teacher will contact the parent via phone, e-mail, and face to face in order to have the forms returned with 5 days of the orientation.

9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL teacher distributes all notifications (including translated versions) by hand to parents. The ESL teacher is responsible to make sure all correspondence is updated and correct.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are kept in students' files and an additional copy is kept in the ESL binder. Original copies are placed in students' files and copies are also placed in the ESL binder. All teachers have access to student records and the ESL binder is available to be reviewed at request by any staff member with the ESL teacher. Student files are located in the main office in grey metal file boxes and the ESL binder is securely stored in a locked cabinet in the ESL teacher's classroom.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to check who will receive the NYSESLAT, the RLAT is printed every week on Monday and data is tracked weekly. The NYSESLAT is given over a two week period to ensure that no student takes more than one part of the test per day. The testing coordinator meets with the ESL teacher and looks at the RLAT of entitled students' data to determine the number of tests to be ordered for the spring test dates. Since many students arrive after March to our school extra copies of each grade span are always ordered just in case we receive new students. A schedule is made by the teacher, test coordinator and principal for NYSESLAT test dates. Then students are tested within their grade spans. The NYSESLAT is administered by the ESL teacher with the assistance of other teachers including the SETTS and speech teachers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
When results are received from the previous spring NYSESLAT the principal prints out score reports and reviews them with the Assistant Principal and ESL teacher. The ESL teacher is responsible for sending home the parent report as well as an Entitlement/Non-entitlement letter according to the results within 3 days in various languages. He hands the letter to parents/guardian individually.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Historically, (over the last 4 years) 100% of our ELL families have opted to remain at our school within our FreeStanding ENL/ESL program. Program Selection Forms, when received, are reviewed to make be sure that all parents/guardians have chosen the program they want for their child. Completed Program Selection Forms, collected over the past 4 years show that the Freestanding ENL program we provide continues to be the preferred program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

After reviewing data NYSITELL and NYSESLAT scores/levels a schedule that accommodates the students according to their level with studnets results from previous year NYSESLAT scores and current NYSITELL scores. The service hours try to follow the state mandated hours of service. These hours are created by the ESL teacher and administration. Students are grouped heterogeneously by level and no more than two grade spans will be in one class together. A co-teaching and stand-alone program model is used. Students are taught by the ESL teacher in Freestanding ENL program in a stand alone setting. Currently, a more effective co-teaching program is being created. Until it in full operation co-teaching happens weekly varying by grade and need.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We plan to follow the model that state has created and make adjustments as needed to meet the needs of our students. We are following all instructional blocks of time in accordance with the state mandated hours. ELLs will receive 360 minutes/180 units of instruction according to their level. Levels are decided using the NYSITELL and NYSESLAT scores. After an ELL is no longer in the program he/she receives an additional 90 minutes of instructional time for two additional years.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Teachers will continue to deliver core content in each class including scaffolding to help ELLs. Teachers will adjust the language used when teaching each subject area so that ELLs can comprehend the instruction. The ESL teacher works with teachers in tandem to deliver instruction. Materials to be used in all prgrams include: guided reading books, literacy centers (purchased or teacher created), phonics and word study materials, white boards, computers with specialized ESL programs installed in the computers, such as Brainpop ESL, dictionaries and glossaries in student languages, google translation programs on teachers' mobile devices, and other ELL specific materials, including an ESL specific checklists and ESL specific strategy lists to help guide teachers in instruction. Students will be grouped in regular classes by grade and in the standalone instruction classes by grade and mixed levels. No more than two grades are combined into one class. Content is delivered using sheltered instruction. All subjects and courses are aligned with the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We are able evaluate students in their native languages when translations of tests are provided. Yet, since our ELL population speaks a variety of languages where translations are not available, we are in the process of trying to meet the needs of the variety languages our ELLs speak. On-going school and teacher assessments, periodic assessments and state mandated examinations are among the tools used to help determine ELL level of language proficiency. The NYSESLAT, NYSITELL, state exams, Acuity assessments, quarterly Fountas and Pinnell Assessment data drives the adoption of instructional methodologies that best serve the ESL population. The practices and methodology we implement in supporting our ELLs are: Teachers will work with students on an individual basis: first to figure out what the needs of the student are. Students will be assessed every spring using the NYSITELL. They will be placed accordingly in the appropriate level ELL class when exam results become availanle in the fall/late summer. Then working with classroom teachers an individualized plan would be made in order to help the student succeed in meeting the grade level standards. At the present time we do not have any SIFEs at PS/IS 217. We will address SIFEs case by case if a students is enrolled as a SIFE.

Both short-term and long-term ELLs are in regular classrooms throughout the day except for when they receive their pull-out ESL instruction. For students who have been in a US school for less than 3 years we offer them the mandated ELL classes. First students are given the NYSITELL and if they do not score Commanding, they are immediately placed in level appropriate ELL classes. Students are instructed in all content areas in accordance with the minimum time allowances depending on their levels taken from the results of the NYSITELL. Students are offered the following instruction in their regular classes: For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multimedia tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-

fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. Students also practice speaking and listening in both ESL and regular classes using books on CD, listening comprehension exercises, music, and accountable talk. Students then take the NYSESLAT, and depending on their scores are kept in the ELL program or are offered an additional year of support by the classroom teacher. This support depends on the need of each individual student. Long-term ELLs, students being served for 4-6 years, have difficulties with reading and writing therefore they are given instruction the following ways. For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multimedia tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. They are given multiple-choice questions on tests. As mentioned above students will be accommodated by using the various teaching techniques to support their needs even when a level of proficiency has been met. Students may also receive additional support from the ESL teacher.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The assessments in F&P (quarterly), the writing performance tasks, on going conferences, running records, and unit exams, as well other teacher made assessments all help to evaluate students in all four modalities. All of these provide on an ongoing evaluation of the students' ELA acquisition. Speaking and listening activities are also incorporated into every lesson.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. We currently have no SIFEs, if SIFEs were to enroll we would assess them to determine their reading, writing and math ability and levels. We would place them in the appropriate ESL grouping and we would offer them extra instruction. They would have materials that are age appropriate but at accessible levels for them.

b. Newcomers are intergrated into the regular ESL program and instructed just like other ELLs. Specific strategies of differentiation are used to help them with phonics and learning to read and write in English.

We have a high focus on reading and writing, for students who have been in the country for less than 3 years and must take the ELA exam. Collaboration between the classroom teacher and the ESL teacher is vatal in order to help students to prepare for the ELA exam. At first we give the CTB McGraw Hill predictives to all ELLs in ELA and we give the math one time during student's first year. This helps to assess their needs and provides additional learning opportunities around specific skills and content areas. We also use the NYSESLAT data to focus instruction in reading, writing, listening and speaking.

c. For ELLs in the program for 4 to 6 years, we use the extended services data, and focus in on areas to be improved according to the NYSESLAT scores as well as teacher input. Any classroom interventions are evaluated and modified as necessary. We also practice for the NYSESLAT to help students to become familiar with any changes to the exam. Students are also offrened supplemental instruction as needed to help them develop their skills to meet the challenges of grade level academic work.

d. Currenly, we do not have any long term ELLs. In the past we used Response to Intervention to help long term ELLs. We also offered extra services for the students and have set up a special after school tutoring program. We also work closely with classroom teachers to help students improve their English abilities.

e. Students who after testing receive Commanding on the NYSESLAT still receive all state mandated modifications for state and and city tests. The ESL teacher also uses the mandated 90 additional minutes to help with classroom work and any additional help they might need in a co-teaching model.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If a parent requests a student to be re-identified we plan to follow the procedures in accordance with New York State law within the 45 days allowed for such appeals. The student will remain in his/her current program until a decision has been made by the state on the student's status. The Re-identification Process consists of the following steps:

Phase 1

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who:

- Have a home language other than English, and
- Are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In order for our students to succeed our ESL teacher constantly reinforces vocabulary by using word walls, studented created vocabulary dictionaries. Constant repetition and review of new words and phrases is done to reinforce newly gained knowledge. Students have access to technology in each classroom. All materials are chosen carefully and are age-grade and level appropriate. All materials are Common Core aligned. The ESL teacher also meets with other service providers and reviews the IEP in order to follow mandated accommodations and services. The ESL teachers also meets with classroom teachers to consult, advise, and make any necessary accommodations to meet the needs of all ELL-SWD's. The ESL teacher also meets with parents and participants at IEP meetings and is a member, when needed, on the SIT. The ESL teachers works with all providers to ensure that SWD will be able to meet all of their mandates. Native language instruction can be offered, but is limited to the language the staff speaks and resources available.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have different levels of intervention, 3 tiered interventions are offered including at risk services provided by the classroom teachers, speech teacher, SETTS teachers, OT, PT, school psychologist and guidance counselor. All teachers also follow protocol with Response to Intervention (RTI) using various strategies in the classroom in order to help students who are experiencing academic difficulties. All services are offered in English. Any students who may need extra services listed above are dealt with following state protocol.

The current ESL program helps students to learn English through content based instruction. The students are exposed to texts that are used in the home room or content classes depending on the grade level and subject. Students are encouraged to experiment with the English language and encouraged to try, even if they make a mistake. Students are also supported back in the classroom when not in the ESL class by their homeroom/content teachers and the ESL teacher. Language development focuses on a variety of methods including: TPR, grammar learning activities, open discussion, pair-work, projects, and group activities all which encourage all four modalities; reading, writing, speaking and listening. The program is flexible to meet the needs of the students to work within the schedules of the teachers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

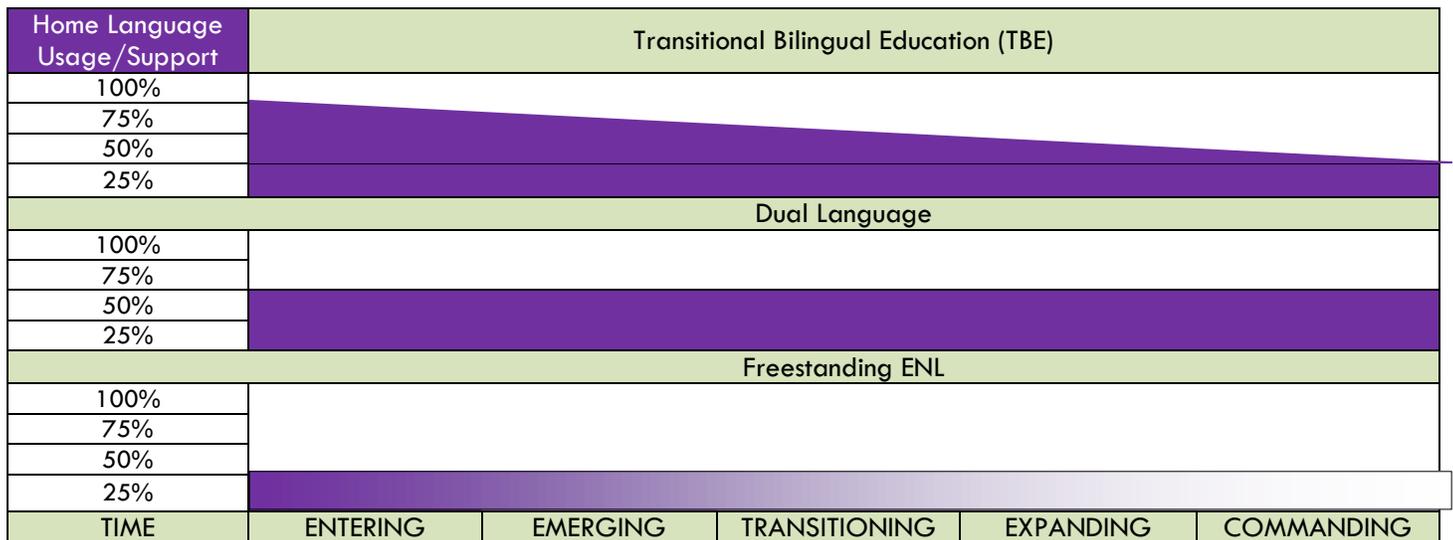


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Students who needs extra services will receive interventions both inside and outside of the classroom. Such interventions may include, but not limited to: Response to Intervention strategies, additional reading practice in small groups, work with SETTS teachers and other service providers, meetings with classroom teachers and the ESL teacher to individualize instruction. Subgroups will be created if needed to help students that need extra support based on data that is gathered by both classroom and the ESL teacher. In ELA students have their own word walls and dictionaries in their native languages and English for both reading and writing. Student also work with partners to master high frequency words. Students participate in trips that are aligned with the Common Core and are based on current work including, plays and other literary works. In Math there are many math manipulatives used to support students in their learning. Number lines, math charts, and other visual tool are used to enhance learning for ELLs. In Science students are supported with textbooks that have diagrams and pictures that help with comprehension and students do a lot of hand-on work that allows them to explore science principles and interact with native speaking classmates. Teachers and students have access to BrainPop and other computer programs online. In Social Studies use primary resource documents/materials and all students partipate in field trips and enrichment programs that are cross-curricular which are often grounded in Social Studies. All curricula are offered in English with some native language support using glossaries and dictionaries.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In ELA currently the ESL teacher works daily with classroom and core content teachers to help students learn both content and language. Teachers work on various strategies including, small group instruction, guided work including guided reading and writing. Teachers find that the communicating daily with the ESL teachers helps to focus on strategies to help the students. In Social Studies the teacher is using various ESL based strategies to help ELLs understand the content. Also, supplementary materials are being used to help ELLs learn the content area. In math, students work with glossaries and dictionaries in a their native language. Manipulatives are used to help instruct ELLs. In science, group based projects and sources in the students native language if available are used. Students work with the teacher to receive the information they need and it scaffolded to meet their learning needs. ESL focused workshops and professional developments during the school year inform teachers of their duties as being teachers of ELLs. Data collected from each class in the form of informal and formal assessments drive instruction. This data also helps teachers plan for future instruction and helps to meet the learning goals of individual students.

12. What new programs or improvements will be considered for the upcoming school year?
After reviewing data from the NYSESLAT and ELA exams we have noticed that reading comprehension is necessary in order for students to understand text they read. This year the ESL teacher will be working on developing reading skills and comprehension with students in small groups to help them understand content. We also believe that this will help to improve their academic vocabulary including Tier I and II vocabulary needed to understand Common Core themes and lessons. Guided reading will also be included in all classes to help ELLs learn fluency and comprehension. We also have incorporated more non-fiction text into the curriculum to meet not only ESL needs but also to meet Common Core Standards.
13. What programs/services for ELLs will be discontinued and why?
At this time we do not plan to discontinue any programs nor services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Through teacher Professional Development at both school and city levels teachers have specific training so that all ELLs are able to have access to all school programs. After school programs focusing on reading, writing, speaking, and listening are offered weekly to help strengthen the ELLs language development and use. We also offer a wrestling sports program which is open to all students. ELLs are invited to all after school program by classroom teachers/coaches and permission slips are sent home to join such activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Materials are available at appropriate age and grade levels, offering ELL's stimulating, challenging and peer learning opportunities. Our ESL classroom and library have books, books on CDs and software in English, Spanish and several native languages. Efforts are made to acquire new materials in more languages as need. The ESL teacher works closely with all core content teachers to develop and utilize technology in the classroom. STEM is also incorporated through various programs in conjunction with Cornell University and the Salvatori center. Materials include: books, picture cards books, math manipulatives, computers, realia, various language learning activity manipulatives, sight word cards, sight word BINGO, books in other languages, word cards in other languages, bilingual dictionaries, ESL specific language books and math, social studies books made for ELLs that

specific vocabulary and concepts. These materials are used by all groups including subgroups.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We only offer an ENL program. We support home language by using various websites in the native languages of our students. We also have math books in Spanish and other learning materials in Arabic, Korean, Japanese, French, Russian, and Spanish including picture dictionaries. Students also are encouraged to write in their native language especially in their first few months in the country.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

PS/IS 217 ensures that all ELLs receive the required services/resources by providing all classroom teachers with resources and information to help them support their ELLs. The ESL teacher provides books, materials, scaffolded work and other resources by grade and ability level. Teachers also have access to all books and materials to support ELLs that are in the ESL teacher's classroom and in the school library. These resources correspond to the student's grade and are carefully chosen to meet their cognitive needs keeping in mind what is written on their IEP.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students who are newly enrolled are after testing are placed into regular classes and the ESL teacher does extra push-in support for the first month to help acclimate new ELLs. The ESL teacher also has a meeting with parents and instructs parents what they can do at home to help support their ELLs. Teachers all take part in specialized ESL training within the first month of school and extra support is given as needed to classroom teachers to support their ELLs. All parents are also invited to curriculum night in September to meet teachers and staff. Before schools start in late August the PTA holds a meet and greet BBQ and picnic. All parents including ELL parents are invited to attend.

ESL Teacher-Daniel Hirsch

Parent Coordinator-Lauraine Rademaker

School Counselor-Jeff Gurwin

19. What language electives are offered to ELLs?

Spanish is offered to ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is held for ELL and classroom teachers, common branch teachers, subject area teachers, secretaries, parent coordinators and guidance counselors throughout the school year. To further English language acquisition for the ELL children, our teachers have/or will continue to participate in in-house professional development focused on the stages of language acquisition, ELL differentiation, and implementation of instructional ESL strategies during the literacy block, making content comprehensible for our ELLs and using assessment data to inform instruction. Teachers who have ELLs meet in the fall review NYSESLAT data analysis instructional implications with the teaching of reading and writing for ELLs. Teaching strategies for the NYS ELA exams which are aligned to the new National Core ELA standards, have an emphasis on ELL strategies. Staff also participates in professional development which focuses how to teach content to ELLs and various strategies needed to support ELLs in the classroom.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ESL teacher attends various workshops provided by the city throughout the year to help him incorporate Common Core into his lessons. Teachers are provided with professional development at the school and city-wide level to help them understand and prepare to teach ELLs of various backgrounds and abilities. Frequent lunch and learn workshops are also well-attended by staff who work with ELLs. Subjects include: Supporting of mixed abilities, helping ELLs with special needs, interventions for ELLs, and how to incorporate Common Core into lessons, using the translation and interpretation line/unit, helping parents understand the Common Core, and technology to help ELLs in the classroom.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our ELL pullout/push-in program allows students who have transitioned from lower to middle school to receive additional targeted instruction over and above the mandated instructional hours.
All staff are given access to a variety of supports that they can offer their students to prepare them for middle school and high school. The guidance counselor receives professional development concerning how to help transition students from elementary to middle school and also middle school to high school, this training also includes ELL specific training. He answers questions about these transitions for both parents and students as needed. He also is available for private meetings at the request of the student or parents. The guidance counselor also meets with students in families to prepare them for the high selection process and how to select schools that have strong supports for ELLs and former ELLs. If requested the guidance counselor also provides translated documents to parents to help them understand the process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All staff receives the minimum of 15% of their training in ESL related topics. Such training includes: Lunch and Learn for teachers throughout the year about ESL specific topics, specialized workshops, training sessions are held at the school, outside of school workshops and in individual and group meetings throughout the school year in the form of professional development. Records of school wide meetings and ESL professional development are kept in the ESL teacher's binder and all staff maintain a professional development record on GoogleDocs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL teacher is in constant contact with parents through both informal and formal interactions. He also meets with parents to discuss progress of students, test score results and other topics that need to be addressed. There is also a minimum of two parent workshops provided by the ESL teacher. Past topics have included: Helping your students with English at home, using resources including technology, helping understand NY State testing, helping students succeed in American school, etc. We will continue to offer workshops based on parents' needs and concerns. Any parent who needs interpretation is provided with services from teachers/staff/or the translation and interpretation unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records are kept in the ESL binder by the ESL teacher. Parents who need interpreters are invited to the school and the teacher and the parents utilize the translation and interpretation unit's free over the phone service. Documents are translated as needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELL's are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff and administration including our Annual International Dinner and other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents and other trained members of the Roosevelt Island community are trained to volunteer as learning leaders in classrooms throughout the building. Parents are kept informed by letters and updated calendars sent home by packback and through our PTA Hawk Happening online newsletter. In addition we reach out to parents through notices in our local community "Main Street Wire" weekly publication. Translations services are used when necessary in communicating with parents. These services have been used for the following: interpretation of parent-teacher conferences, registration process, lunch forms, administration contact with parents, workshop interpreters and other school based activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our PTA offers informal chat sessions and coffee hours for all parents/guardians including ELL families to voice their concerns. Roosevelt Island is a highly diverse community, which has a long tradition of hosting ELL families from all over the world. We partner with the Salvadori Center, Studio in a School, Ballroom Dancing, Colombian Dancing, Yoga and Movement, the Living Library, I DIG 2 Learn, the New York Historical Society and China Institute are also working with our school. Thus far we have not needed to utilize translation services for such events.

5. How do you evaluate the needs of the parents?

We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. We also use feedback used at any parent workshops, including parent selection forms. At parent workshops feedback forms are also collected to gain an understanding of what parents found helpful and what they would like to learn more about in the future. These forms help us gather information and evaluate the success of the workshops. We also use the feedback to create new workshops and learning opportunities for parents in the future. Our parent coordinator also reaches out to parents and ask for feedback by use of surveys after any parent workshops are presented. The parent coordinator also distributes letters and invitations about any city-wide parent workshops. When available she also distributes them in various languages to the parents. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. We also look at parent workshop feedback forms to see if there are any particular topics or questions parents may have.

6. How do your parental involvement activities address the needs of the parents?

ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more throughout the school year. Classroom teachers ask ELL parents/guardians to volunteer to read aloud and share their cultural heritage in the classroom. Every teacher and service provider in the school also organizes two parent workshops to discuss and inform parents about resources available and how parents can help their students at home and

school in being successful. Parents are often asked about the events they attend and how the school can meet their needs in the future. An inquiry team about parental involvement also works with school staff, parents and the parent coordinator to create programs and opportunities for all parents to be active in and outside of school, including ELL parents.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: The Roosevelt Island School

School DBN: 02M217

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mandana Beckman	Principal		10/23/15
Jennifer Allen	Assistant Principal		10/23/15
Lauraine Rademaker	Parent Coordinator		10/23/15
Daniel Hirsch	ENL/Bilingual Teacher		10/23/15
Erin Olavesen	Parent		10/23/15
Mallory Gordon	Teacher/Subject Area		10/23/15
Lisa Sanchez	Teacher/Subject Area		10/23/01
Ursula Fokine	Coach		10/23/15
N/A	Coach		10/23/15
Jeffrey Gurwin	School Counselor		10/23/01
Bonnie Laboy	Superintendent		10/23/01
Yuet Chu	Borough Field Support Center Staff Member <u> </u> Director		10/23/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M** School Name: **217**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

As new students enroll into the New York City Public system parents are asked to read and sign the parent/guardian preferred language letter. This information is entered into ATS and is monitored via the RAPL and RHLA reports to be sure the data is correct. We also provide parents with a Copy of the Bill of Parents Rights and Responsibilities, which covers their rights regarding translation and interpretation services in selected languages as needed. If a particular language is not requested they receive this information in English.

We have staff members who are able to provide Chinese, French, German, Greek, Hebrew, Japanese, Russian, Romanian, Spanish and Turkish interpretation and translation to parents/guardians and family members. When necessary we also utilize the DOE's translation and interpretation Unit.

Then the ESL teacher enters the data about home language into a google document that is shared with the staff and updated whenever a new student enters our school. Classroom teachers also collect data about home languages from their own individual surveys when a new students enter his/her class. The information collected by teachers is cross-referenced with the preferred language on the home language and preferred language surveys and blue card information.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following languages are preferred for oral and written communication: English, Spanish, Chinese, Korean, Japanese, Vietnamese and Russian.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Welcome letters in the fall and when new students enroll in our school,
Report cards in the fall/winter and spring/summer
Parent handbooks in the fall
School calendars in the fall and spring
Other critical information about educational programs and services throughout the year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school has the following events when parent and school staff meet face-to face: curriculum night in the fall, parent-teacher conferences in the fall and spring. PTA events and meetings throughout the year, parent engagement events (varies by grade, throughout the year), and IEP meetings (ongoing) throughout the year, open school week in the fall, and open house in the spring, high school and middle school application meetings in the fall with the guidance counselor.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Many documents are already translated in the Department of Education intranet website including: report cards, vacation and school holiday letters, parent-teacher conferences information, testing dates and information and other official DOE documents. Parent guides are also translated into several languages offered by the DOE. When needed personal letters and notes and reminders are also documented by teachers in several languages. Documents that are not available via the DOE intranet or cannot be translated by school staff are sent to the Translation and Interpretation Unit or private vendors at least three weeks in advance to make sure that any translated documents are sent with the original English documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When needed we use the over-the phone interpreter service via the Translation and Interpretation Unit. If available teachers or staff in the building help to translate face-to-face conversations. Sometimes we use private vendors to come to the school to translate at face-to face meetings if our staff does not speak the language needed to be translated/interpreted.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In the fall the Language Access Coordinator holds a workshop that informs all staff about the translated documents available on the DOE intranet as well as how to use the Translation and Interpretation Unit services available. The staff is also given the Language Palm Cards and a handout about how to use the over-the-phone interpretation services. Brochures about the Translation and Interpretation services are also distributed at the workshop. The Language ID guide is located in the main office at the registration counter and at the security desk in the main entrance of the school building.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In addition, to services mentioned above, money is set aside in the school budget to purchase interpretation and translation services. DOE documents in English and various languages are available in the main office and/or at the

main entrance at all times. Documents can also be found at the Translation and Interpretation intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school is considering scheduling a focus group this winter which will represent parents of all cultures and languages at PS/IS 217 to gather feedback and best practices to meet their translation and interpretation needs presently and in the future.